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ABSTRACT

A practicum program using art activities to help eight Hispanic immigrant kindergarten children learn English was developed and implemented over a period of 10 weeks. Rather than relying on one learning mode, program designers used activities to stimulate visual, auditory, kinesthetic, and tactile senses in order to teach color, relative length, relative size, number, relative amount, shape, and line concepts. A pretest and posttest were administered at the beginning and end of the implementation. Results revealed a mean gain of 40 percent in English vocabulary, a mean gain of 40 percent in command of the grammatical constructions of the English language, and a mean gain of 30 percent in English pronunciation. Students' total scores improved. In addition, staff interviewed at the conclusion of the implementation period commented favorably on students' improved oral language skills, visual-receptive skills, and social compatibility. (Author/RH)

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LEARNING ENGLISH THROUGH ART IN THE ELEMENTARY SCHOOL

by

ELINA SALABARRIA

A Practicum Report
Submitted to the Faculty of the Center for the Advancement of Education of Nova University in partial fulfillment of the requirements for the degree of Master of Science.

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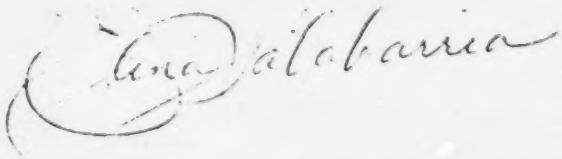

ABSTRACT

Learning English Through Art in the Elementary School
Salabarria, Elina, 1982: Practicum Report, Nova University, Center for the Advancement of Education.

Descriptors: Art Communication/Elementary School Art/ESOL and Art/Bilingual Art.

In this practicum the author developed and implemented a program using art activities to help immigrant children to learn English. It is very important to provide these students with the opportunity to progress in English and to be able to participate fully in the regular school program.

The implementation of this practicum extended over a period of ten weeks. The students were eight kindergarten children. The method used stimuli from visual-auditory-kinesthetic-tactile senses, rather than relying on one particular modality for learning. A pre-test was administered at the beginning of the ten weeks and at the end of the implementation a post-test was administered. The results were compared and shown a mean gain of 40% in English vocabulary, students' command of the grammatical constructions of the English language showed a mean gain of 40%, and students' pronunciation in English showed a mean gain of 30%. The students' total scores showed an improvement. The staff interviewed at the conclusion of the implementation period commented favorably on students' improved oral language skills, visual receptive skills, and social compatibility.

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Student's Name Elina Salabarria

Program Site Dade Date June 16th, 1982

Observer's Name Deborah A. Bell Jackson Deborah A. Bell Jackson
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Observer's position Kindergarten teacher

PURPOSE

The purpose of this practicum is to help students acquire language skills so they become adept in the two languages (English and the student's own native language) as quickly as possible.

The particular elementary school in which this writer is an art teacher has a population of 600 students, 40% white, 50% Hispanic and 10% black. Most of the population is of the middle-income bracket, however, 168 students are on free lunch. The large Hispanic population implies a rather extensive ESOL program.[1]

This practicum is most concerned with a kindergarten class whose composition is 70% Hispanic and 30% white non-Hispanic. At this age level it is well known students have a short but intense attention span and learn best while active thru play experiences.

Young children have an impressive language-learning capacity. However, they do not always successfully "pick up" a second language. It is taking much longer than the average

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[1]Our local School Board has among its goals for non-native English speakers the acquisition of English as a high-priority item. The ESOL program is designed to enable the children to achieve this goal so they can fully participate in the regular school program. This is particularly difficult at the kindergarten level.

2.5 years for these students to become independent in the English language.

It is hypothesized that the children, particularly in the early years are not given sufficient exposure to the English language, perhaps for fear of a short attention span.

Art is an expression of language; such expression is put into verbal form in a person's own native language or in another language (English in this case). This art expression can serve to improve the child's language arts skills. By incorporating English into the art classes the learning process can be accelerated.

This practicum is expected to achieve the following results: Children will improve their English vocabulary 40% or more. They will increase their ability to communicate and express their ideas in the English language with fluency and ease in inter-peer conversation. It is very important to provide these students with the opportunity to progress in English and to be able to participate fully in the regular school program.

The group of children this practicum will be concerned with number eight. They come from Hispanic backgrounds. Their families have immigrated mostly from Cuba and other Latin American countries. Their families would be considered middle to lower income. Most of them rent their homes instead of

owning them. The children are members of small families consisting of two adults and one or two children. In the target group three of the children are on free lunch.

The objectives of this practicum are measurable and can be shown by the results of the post-test. The test will verify the proficiency level of the students. It will measure their understanding, grammatical structure, pronunciation, and vocabulary. An extensive vocabulary and command of grammatical constructions facilitates learning, memory, and manipulation of complex concepts.[2]

The major objectives of this practicum can be summarized as follows:

1. Over a period of ten weeks, the students will show a mean gain of 40% in English vocabulary as measured by the Dade County Test of Language Development-Aural Comprehension.

2. Over a period of ten weeks, the students' command of the grammatical constructions of the English language will show a mean gain of 40% or more as measured by the Dade County Test of Language Development-Aural Comprehension.

3. Over a period of ten weeks, the students will improve their pronunciation in English showing a mean gain of 30% or more as measured by the Dade County Test of Language Development-Aural Comprehension.

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[2]John B. Carroll, Language and Thought (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964), pp. 92-93.

In summary, the purpose of this practicum is to help students increase their ability to communicate and express their ideas in the English language. It is extremely important that they participate fully in the regular school program. Developing the students' sensory or tactile discrimination through art media they will experience a different way of learning the English language.

RESEARCH

Nelson Brooks in his book Language and Language Learning states that "Language, like sleep is not a substance, but a process; in practice it is known to everyone, yet its theory all but defies formulation."[3] And indeed there are as many suggestions as to the best way to acquire a foreign language as there are books on the subject. However, we have yet really to understand how young people acquire control over complicated language patterns. "The process by which children learn their native language is in many respects a mystery."[4] Clearly, the process of acquiring a second language is the same. "Several researchers advocate a multi-sensory approach as being the most natural and effective method for teaching language."[5] Some authors suggested solutions such as individualized instruction, use of visuals, and peer-tutoring, and others. Yet it was believed that the most practical would be the integration of English instruction through other

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[3]Nelson Brooks, Language and Language Learning (New York: Harcourt, 1960), p. 1.

[4]John B. Carroll, "Some Neglected Relationships in Reading and Language Learning," College English 43 (1966): 577.

[5]J. Craig Greene and T. S. Hasselbring, "The Acquisition of Language Concepts by Hearing Impaired Children Through Selected Aspects of an Experimental Core Art Curriculum," Studies in Art Education 22 (1981): 33.

avenues of the curriculum. In this way, the short, intense attention span could be coped with.

At this stage of development children usually recognize colors, lines and shapes, and can compare likenesses and differences--all aesthetic values and attitudes which are taught in the art curriculum. A highly visual curriculum which attempts to unify the total learning experience of the student seems indicated. Students should learn English vocabulary through art in the kindergarten class.

The kindergarten classes in this county use the SWRL (Southwest Regional Laboratory for Educational Research and Development) program in their curriculum. The ideal learning situation is an interdisciplinary one. Studies concerning the development of visual perception in preschool and elementary school children have indicated that art-making can be used as a teaching technique to improve children's reading readiness and reading.[6] Using SWRL instructional concepts program in the art instruction to make learning English fun seems to be an appropriate and ideal strategy.

English instruction and art activities can be designed specifically for both language development and normal

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[6]Sonia Daleki Forseth, "Art Activities, Attitudes, and Achievement in Elementary Mathematics," Studies in Art Education 21 (1980): 23.

kindergarten teaching. "Imaginative experiences including dramatic play can be used to foster second language development through informal presentation of vocabulary and grammatical structures."[7]

Children at this age react perceptually and show preoccupation with new discoveries. These characteristics can be used to foster English language development. With the correlation of art and English instruction they can look, listen, touch and learn. Research shows this method has been employed in Charlottesville, Virginia very successfully."[8]

Some psychologists find it useful to conceive of development as proceeding in definite stages rather than as a continuous process. Swiss psychologist Jean Piaget has done the most to make the stage concept of development plausible. Piaget's main stages of intellectual development are: sensorimotor, preoperational, concrete operational, and formal operational. The concrete operations has two stages. During the preparatory stage, from about 2 to 7, children develop such skills as language and drawing ability.[9] Piaget's

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[7]U.S., Commission on Civil Rights, A Better Chance to Learn: Bilingual Bicultural Education, Clearing House Pubn. No. 51 (1975), p. 26.

[8]Gladys S. Blizzard and M. Joanne Branyon, "I Can Learn If I Listen Or See Or Feel," Art Teacher, Spring 1979, pp. 10-12.

[9]Ernest R. Hilgard, Richard C. Atkinson, and Rita L. Atkinson, Introduction to Psychology (New York: Harcourt, 1975), p. 75.

theory is fundamental in the choice and development of the practicum strategy.

Benjamin Bloom divides educational objectives into three domains: cognitive, affective, and psychomotor. Cognitive objectives emphasize remembering or reproducing something which has presumably been learned, and solving some intellectual task for which the individual has to determine the essential problem and then reorder given material or combine it with ideas, methods, or procedures previously learned. Affective objectives emphasize a feeling tone, an emotion, or a degree of acceptance or rejection. Psychomotor objectives emphasize some muscular or motor skill, some manipulation of material and objects, or some act which requires a neuromuscular coordination. These objectives are most frequently related to handwriting and speech and to physical education, trade, art and technical courses.

Modern behavioral science research clearly shows that, although one could place an objective very readily in one of the three major domains or classes, no objective in one class was entirely devoid of some components of the other two classes. Each person responds as a "total organism" or "whole being" whenever he does respond.

Creativity is the ability to see things in a new and unusual light, to see problems, for example, that no one else

may even realize exist, and then to come up with new, unusual, and effective solutions to these problems. Creativity includes divergent, rather than convergent thinking. Instead of trying to come up with one right answer with which everyone will agree, the creative person tries to pursue a problem along as many paths as possible, to come up with new alternatives. Applying this research to Bloom's Cognitive Domain Taxonomy this characteristic of creativity "divergent thinking" can be classified in two categories: application and analysis.

Before the age of about six the brain increases in cells or neurons. After that the neurons make countless interconnections, associations based on such sensory perceptions as sight, touch, and sound. These associations are stored in the brain as learning. The art classes can stimulate these connections and associations with language acquisition. The art program can help the flow of images, ideas, contexts, and words.

In summary, several researchers advocate a multisensory approach for teaching language as the most natural and effective. Some authors suggested solutions such as individualized instruction, use of visuals, and peer-tutoring, and others. Studies indicated that art-making can be used as a teaching technique to improve children's reading readiness and reading.

The Swiss psychologist Jean Piaget developed stages in human growth. During the preparatory stage children develop such skills as language and drawing ability. Benjamin Bloom divided educational objectives into three domains: cognitive, affective and psychomotor. The psychomotor objectives are most frequently related to speech and art.

The neurons located in the brain make countless interconnections based on sensory perceptions. These associations are stored in the brain as learning. Art classes can stimulate these associations with language acquisition. The synthesis of this bibliographic and other research has led to a logical case for the choice of solution strategy.

The design of the solution strategy revolves around ten modules. The modules are grouped into four units: colors, sizes, amounts, and shapes. In a comprehensive way, the following modules will be taught each week:

1. Red, blue, yellow
2. White, green, black
3. Pink, orange, purple, brown
4. Longer, shorter, larger, smaller, thicker, thinner, taller
5. Largest, shortest, tallest, smallest, longest
6. Numbers one through ten
7. Least, all, less, no, most

8. Review colors, sizes, and amounts

9. Circle, square, triangle, rectangle

10. Straight, curved

Adopting many multisensory tasks to the instructional needs of the students will provide each child with learning experiences which involve the combined use of the visual-auditory-kinesthetic tactile senses. When a child is learning the name of a shape, it strengthens his perception if he traces it with his fingers and says its name simultaneously, thus reinforcing the visual with auditory, tactile, and kinesthetic stimuli.

The major design of the solution strategy relies heavily on Benjamin Bloom's Taxonomy of Educational Objectives.

METHOD

The implementation of this practicum was conducted with a group of eight kindergarten students. The Dade County Test of Language Development-Aural Comprehension was given to all the students. The categories tested were pronunciation, plurals, comparisons, pronouns, double negatives, contrast of present progressive, contrast of going to future, present progressive and preterit, and contrast of affirmative and negative. The test contains twenty-two items reflecting features which depart most radically from a standard English dialect. The students scored between 1 and 5 placing them in Level I (Non-independent) in English.

The procedural strategy employed for the kindergarten children for the entire ten weeks of the practicum follows, showing the week by week activities devised by the teacher. The method uses stimuli from visual-auditory-kinesthetic-tactile senses rather than relying on one particular modality for learning.

First Week

After administering the pretest, a program of instruction was designed covering the next ten weeks which coordinated materials such as Southwest Regional Laboratory for Educational Research and Development (SWRL), currently used for pre-reading instruction and planned art activities.

The parents of the eight target group children were informed of the program by way of a written notification (see Appendix A). The line of communication with the home was kept open throughout the implementation period.

The teacher showed the students three crayons blue, red and yellow, and three pieces of construction paper in the same colors. The color concepts of blue, red, and yellow were stressed while the children played the game "I see, I see something blue, red, or yellow." The students took turns going around the room and pointing to everything they saw first in blue, then yellow and finally red.

The children were each given a brush, white painting paper and tempera paint in blue, red, and yellow. The teacher went through the motions of explaining painting techniques--verbally and visually. The children were encouraged to keep their colors clean and bright.

The paintings (see Appendix B) were displayed and students pointed out the colors: red, blue, and yellow. The teacher tested the children orally using their own paintings as the testing materials.

Second Week

The teacher reviewed the primary colors with the crayons, paints and construction paper. White, green, and black were introduced in the same manner as the primary colors. The

children played the game "I see, I see something . . ." The teacher called on the students one at a time, and had each student repeat, I see, I see something white, green, or black as they pointed to the object in the room.

The teacher distributed pencils, shapes to be used for tracing, black, and green construction paper. The teacher explained the steps involved in tracing the shape on the black paper and then on the green paper. Once the children had traced their shapes, they were given scissors. The teacher demonstrated the cutting techniques. After the children had completed cutting their green and black shapes, they pasted the shapes on to a piece of white construction paper. The students then organized a collage, acquiring cutting and tracing skills, and concepts of colors and shapes in design organization.

The collages (see Appendix C) were displayed and students pointed out and named colors and shapes.

Third Week

The warm up at the beginning of each day involved reviewing the color words and vocabulary previously taught. The teacher showed the children toys, crayons, paints, and construction paper in the colors brown, pink, orange, and purple. The teacher brought fruits to the class with these colors pink (watermelon), orange (orange), and purple (grapes).

The teacher showed each fruit and named it. The children repeated with the teacher naming each fruit and its color.

The students were given pink, orange, purple, and brown construction paper, scissors, and paste. Having had experience cutting properly with scissors and discussed the relationship of fruits and colors, the students cut a variety of shapes and colors and related one to another in collage designs.

The children displayed their fruit collage (see Appendix D). The teacher evaluated the children as they individually pointed to their collage and named each fruit and color.

The unit on color had now been covered, however, the color words would be used throughout the remaining seven weeks. This would reinforce an important concept to success in school.

Fourth Week

During this week the unit on "size" was introduced. The teacher showed the students pictures with different animals, toys, flowers, and others. The teacher pointed to the differences among them, using words like longer, shorter, larger, smaller, thicker, taller, and thinner.

The children then participated in oral drill. Individual children were called on to point and name the size differences shown on the illustration exhibited. Children having some difficulty learning the concept were called on more often

than those having no difficulty. Student participation was maximized.

Following the oral drill, the teacher distributed white drawing paper, pencil, and crayons to each student. The students drew a variety of pictures expressing differences in sizes when comparing two subjects. After drawing and coloring their picture the children displayed them and labeled them (see Appendix E).

Fifth Week

By the beginning of the fifth week of implementation, all the parents were contacted either by telephone and a few person to person conferences. The children had shared their excitement and enthusiasm for their new program with their parents. The parents expressed to the teacher their willingness to cooperate and assist their children at home.

The teacher showed the students pictures with different animals, toys, and flowers, pointing to the differences in sizes. The children identified and recognized the shortest, the smallest, the tallest of all the toys, animals, and flowers.

The children participated in oral drill. Pointing to the picture and identifying the difference in size. Example--This ball is the largest. This flower is the smallest.

The teacher distributed white drawing paper, pencil, and crayons to each student. The students drew pictures illustrating the concept of size. Their drawings expressed the idea of comparing sizes (see Appendix F). The children now displayed their drawings and identified the sizes.

Sixth Week

This week the unit on "amount" was introduced. The children were showed pictures with different amounts of animals. First, the teacher called on the group to count the number of animals in each picture. Then the individual children were called on one at a time to count the number of animals in each picture and name the animal.

Following this oral drill, the teacher distributed white drawing paper, pencil, and crayons to each student. The children drew animals matching the amount and name of the animal the teacher called out. The children were highly motivated with the idea of drawing animals in numbers.

The children displayed their drawings (see Appendix G), and named and counted the number of animals in their pictures.

Seventh Week

During this week the words "least, all, less, no, and most" were introduced with illustrations of toys, animals, flowers, and others. The teacher pointed to variations within each picture. All the flowers are red. Most of the flowers

are small. The children as a group repeated with the teacher the variations found in each picture. Then the individual children taking turns repeated the variations they saw in each picture.

The teacher demonstrated printing--repeating a shape. The children were given paper for printing, stamp pad, and plastic bottle rims. Each printing paper had three glass bowls drawn on it. The children were instructed to print a different number of times in each bowl or they could choose to leave one bowl empty. Once all the children had finished printing with the plastic bottle rims, their papers were displayed (see Appendix H). The children were called on individually to point out the glass bowl with no prints, with the least prints, and with the most prints.

Eighth Week

This week was spent reviewing the units already covered: color, size, and amount. The teacher gave out construction paper lollipops. Each lollipop had a picture on it. Each child was to keep his lollipop if he said the color word, size, and/or amount correctly, and by the end of the day he would win a real lollipop.

Following the lollipop game the children played the "I see, I see something . . ." described in the first and second week.

The teacher distributed white watercolor paper, water colors, brushes, water containers, and water to each student. After playing the games, viewing pictures depicting size and amount and showing color, the children painted representative expressions of what they had learned.

The students displayed their watercolor paintings (see Appendix I) and pointed out colors and communicated their thoughts.

Ninth Week

The shapes "circle, square, triangle, and rectangle" were introduced this week. The teacher showed the children a ball and introduced the word "circle." The different objects found in the room were classifed according to circle, square, triangle, or rectangle.

The children played the "Let's Get in Shape" game. The game is played on a game board of colored shapes. The game board has two spinners: one spinner featuring colors and the other featuring shapes. Each child spins both arrows, names the color and shape, then moves his or her marker to that combination on the board.

The teacher distributed printing ink in the three primary colors on trays. The children were given paper and gadgets having the shapes of circle, square, triangle, and rectangle. The students developed prints using the shapes and colors.

The children displayed their prints (see Appendix J) and demonstrated what they had learned by pointing to and discussing the shapes in their printing compositions.

Tenth Week

In the warm up session a review was given of last week's shapes (circle, square, triangle and rectangle). The teacher used fingerplay activities to introduce the geometric concepts of straight and curved lines. The children traced lines and made circular movements in the air.

The teacher showed the children illustrations with straight and curved lines--a caged animal, ocean waves, a forest of tall trees, a ferris wheel, and a windmill. The teacher called on individual children to point out the straight and the curved lines in the illustrations.

Following this activity, the children had a contest. The class was divided into two teams: the Red team and the Blue team.

The teacher distributed white drawing paper and oil pastels to each student. The student drew a variety of straight and curved lines to balance the page and express an idea. The children displayed their drawings (see Appendix K) and identified the lines whether curved or straight.

Four units were covered during the ten weeks of implementation--color, size, amount and shape. On the last day, a

post-test was administered.

Parents were informed of the results of this practicum. The Pre-Test Results Chart (see Appendix L) and the Post-Test Results Chart (see Appendix M) were interpreted for the parents.

RESULTS

At the conclusion of the implementation of this practicum, a comparision of the pre-test results chart (see Appendix L) and the post-test results chart (see Appendix M) indicated that the objectives stated in Chapter I were achieved.

The following are the major objectives and the analysis of the results of the data for each of the objectives.

1. Over a period of ten weeks, the students will show a mean gain of 40% in English vocabulary.

The measurement of this objective was conducted through a post-test of the Aural Comprehension. The post-test was administered after ten weeks of lessons divided into four units. It showed that, in item numbers three through seven specifically vocabulary, the mean score increased by 40%. The vocabulary tested included pronouns, plurals, and comparisons.

2. Over a period of ten weeks, the students' command of the grammatical contructions of the English language will show a mean gain of 40% or more.

This objective was measured through a post-test in the same manner as objective number one. Item numbers eight

through twenty-two recorded a mean gain of 40%. The post-test measured double negatives, contrast of present progressive, contrast of going to future, present progressive and preterit, and contrast of affirmative and negative.

3. Over a period of ten weeks, the students will improve their pronunciation in English showing a mean gain of 30% or more.

This objective was measured through a post-test in the same manner as objectives number one and two. Item numbers one and two recorded a mean gain of 30%. Three of the eight target students scored twelve and above as their total score out of a possible twenty-two on the post-test: Erica was placed in level II (low intermediate), Lazaro was placed in level III (mid-intermediate), and Veronica was placed in level V (independent). Although the other five students remained in level I (non-independent), their total scores improved substantially.

At the end of the ten weeks an interview was obtained with the kindergarten and homeroom teacher of the target students. She observed that due to the remedial instruction the students showed improvement in oral language skills as well as independent command of the language in areas of reading readiness, spatial relations, social compatibility, and behavior awareness. These skills were carried over from

their special class (implementation) into their regular classroom activities with her. Students exhibited visual receptive skills of visual discrimination, visual memory, and visual sequencing enhancing both reading and math skills and providing success in regular oral classroom work. On the SWIRL (Southwest Regional Laboratory for Educational Research and Development) initial concepts, pre-reading and pre-math skills criterion tests childrens' scores now ranged from 10 to 12 (12 being the highest possible score) when previous scores had been 5 to 10 on other units. The kindergarten teacher made one final observation. The children had showed marked improvement with peer-group relationships specifically with Anglo children.

The ESOL (English for Speakers of Other Languages) teacher was interviewed on the effects of the implementation plan on the students. She observed that the strategy followed helped the students identify an accurate auditory-visual match, increase visualization, stimulate verbalizations, and increase accurate use of language. At the end of the implementation period, one of the eight students had progressed so that the teacher used her as a peer-tutor for other students in the regular program.

RECOMMENDATIONS

As a result of this practicum the following recommendations are presented:

1. The obvious extension of the program would be to other kindergarten classes. Since the children's language skills significantly improved it could be made an integral part of the ESOL Program also at the other grade levels of the school. From then it could perhaps be included in the Bilingual Program for the county. Of course, this would necessitate bilingual art teachers.

2. Another extension would be to take the same model and use it with English speakers to learn Spanish or another foreign language, in other words, to reverse the process. The plans, of course, would have to be revised somewhat to reflect the cultural mannerisms and language inflections.

3. This program could be used with the immigrant senior citizens of this county to learn English. The program could be extended and included in the county's elderly programs.

In summation, the following observations by the author are presented to teachers who may encounter similar problems in teaching children with language barriers:

1. The children learned faster with the parents' cooperation.

2. All individuals are unique and learn through different styles. Some children learn best auditorily, while others learn best visually, and so forth. Through these approaches, children will not suffer because of their learning styles.

3. Children respond positively to fun projects. They learn best while active thru play experience.

4. Some of the parents expressed to the teacher that they themselves had learned English through their children.

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APPENDIX A
NOTIFICATION
TO PARENTS

Notification to Parents: Participation in Experimental Program

Dear parents:

Your son/daughter has been selected to work with the art teacher, Mrs. E. Salabarria, in an experimental program for 10 weeks designed to teach English through art.

We need your cooperation at home. Please help your child with assignments at home. Please feel free to contact me here at the school for more information concerning the program. I will keep you informed of your child's progress.

Thank you,

Mrs. E. Salabarria

_____
Authorized signature of Parents

Please sign and return to school.

* *

Notificacion a los Padres: Participacion en Programa Experimental

Estimados Padres:

Quiero comunicarles por este medio que su hijo/hija ha sido seleccionado para trabajar con la maestra de Arte Mrs. E. Salabarria en un programa experimental por 10 semanas para ensenar Ingles a traves del Arte.

Por favor coopere conmigo ayudando al nino/nina en la casa. Mas adelante yo me pondre en contacto con ustedes para intercambiar mas informacion.

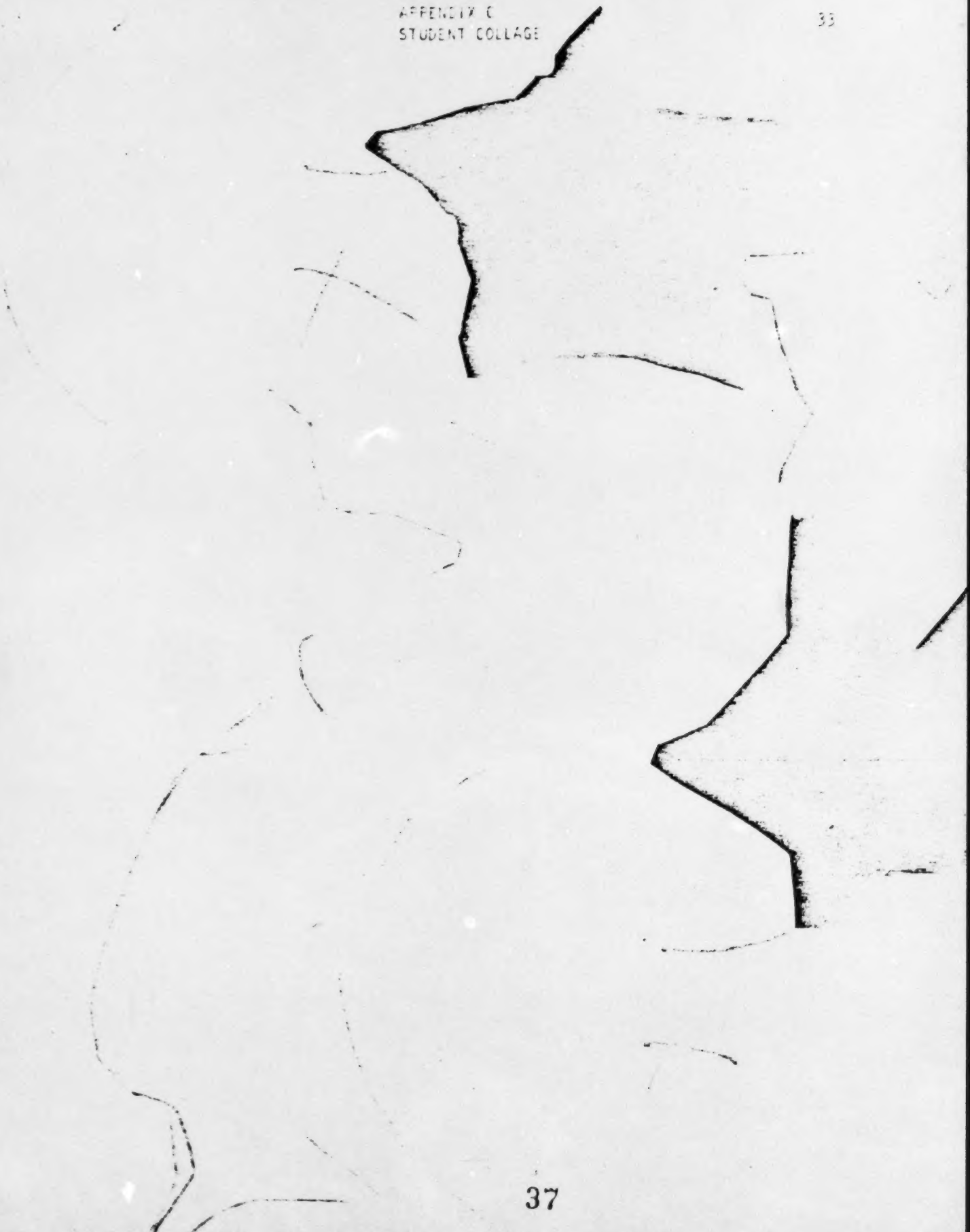
Gracias,

Mrs. E. Salabarria

_____
Firma de autorizacion de los Padres

Firme y devuelvalo a la escuela.

APPENDIX B
STUDENT PAINTING



APPENDIX D
FRUIT COLLAGE

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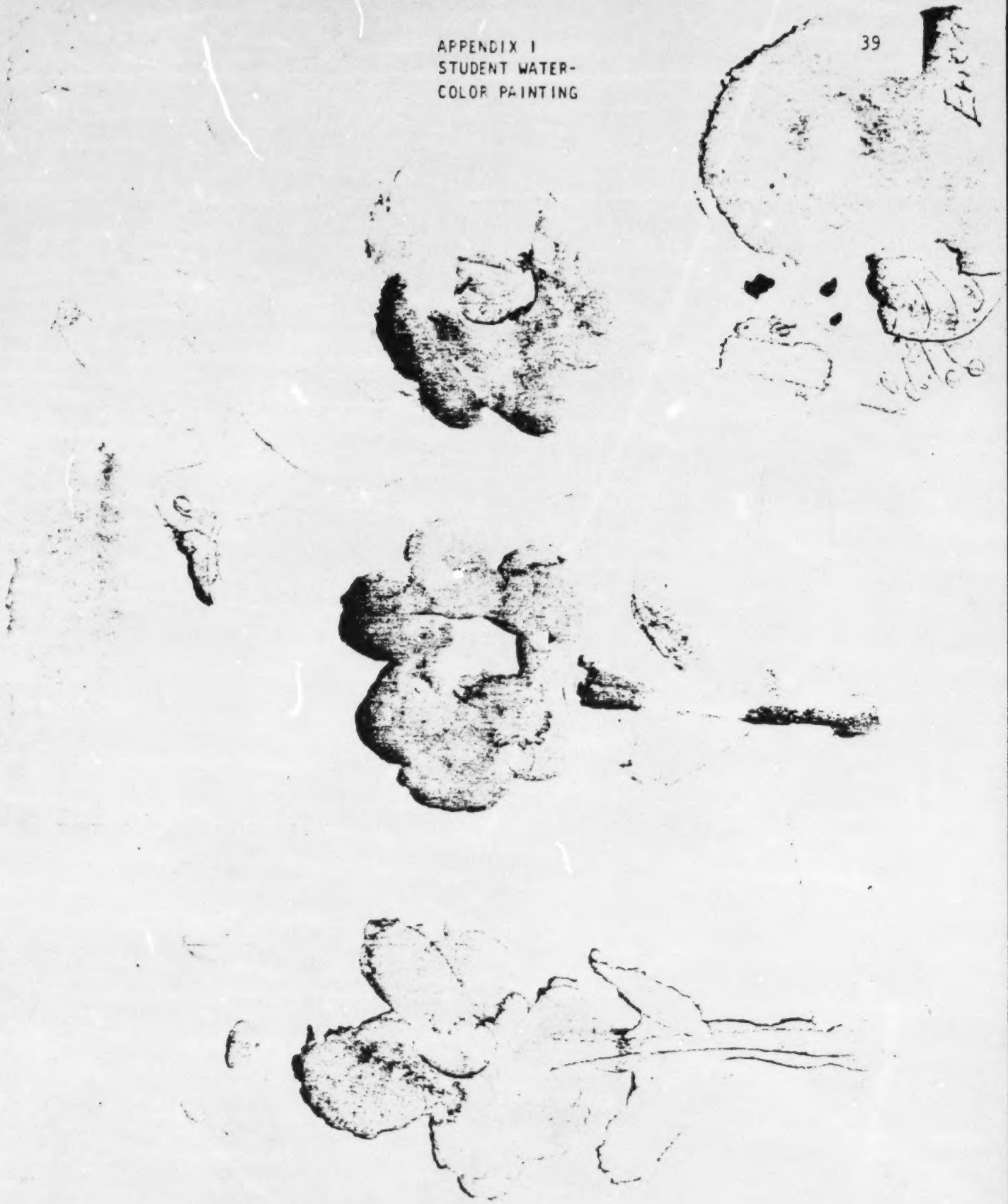
APPENDIX E
STUDENT DRAWING
COMPARING TWO
THINGS

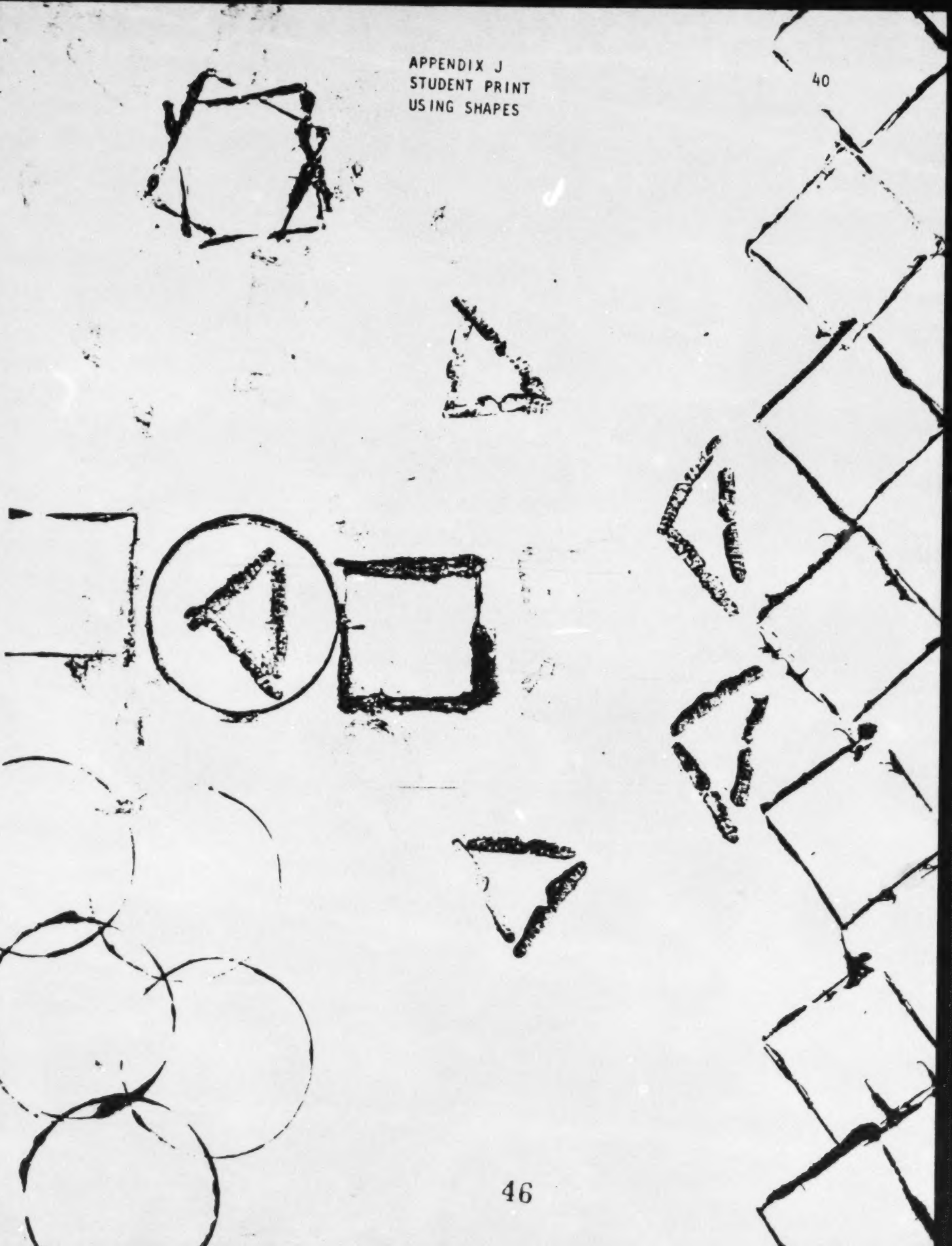
APPENDIX F
STUDENT DRAWING
COMPARING THREE
THING

APPENDIX G
STUDENT DRAWING
EXPRESSING
AMOUNT

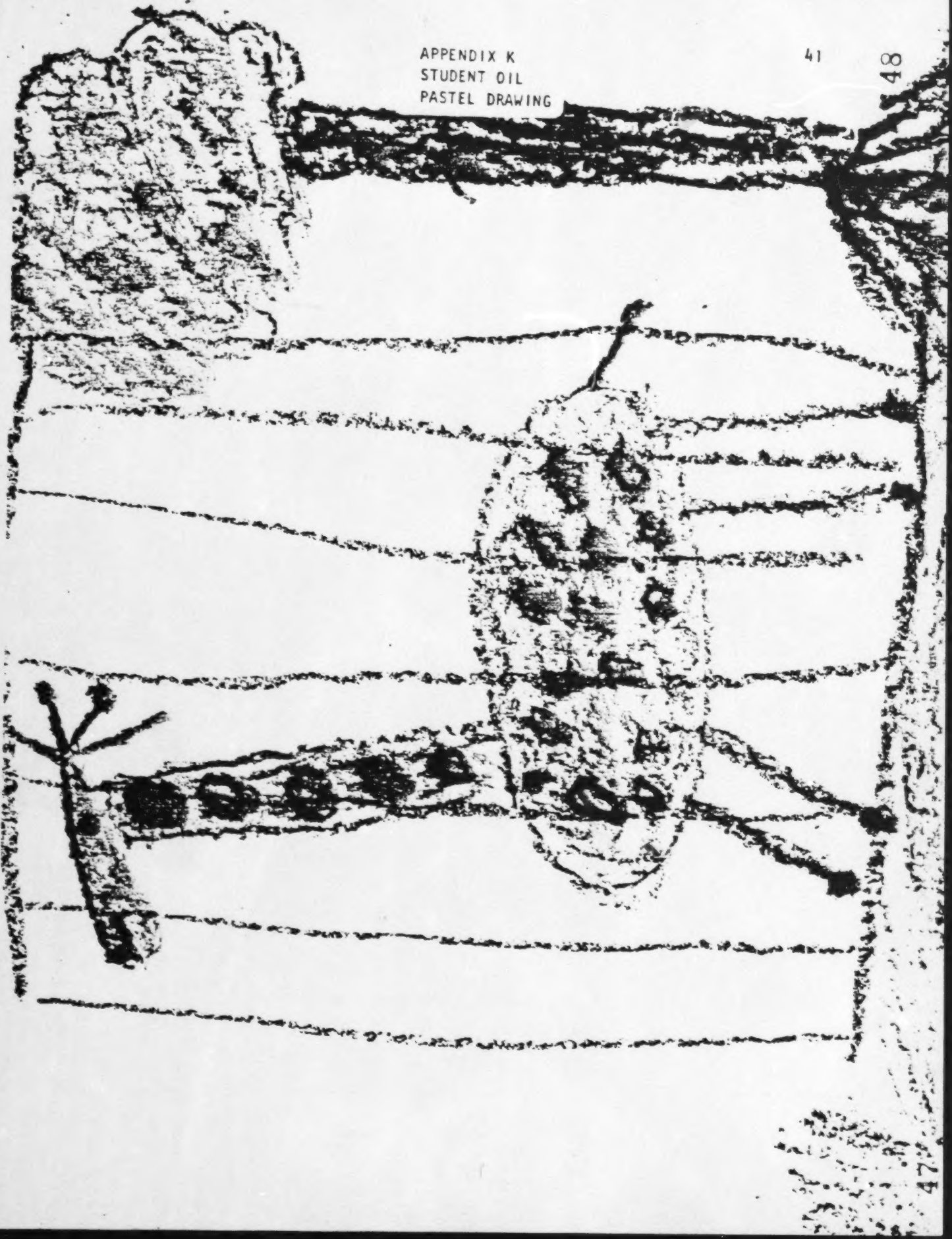
APPENDIX I
STUDENT WATER-
COLOR PAINTING



APPENDIX J
STUDENT PRINT
USING SHAPES



APPENDIX K
STUDENT OIL
PASTEL DRAWING



APPENDIX L
PRE-TEST RESULTS CHART

CATEGORY / Pronunciation	Vocabulary			Grammatical Structure				TOTAL	LEVEL*
ITEM NUMBERS → 1,2	3	4,5	6,7	8,9 10	11,12 13,14	15,16	17,18 19,20 21,22	22	1-5
MAXIMUM SCORE (2)	(1)	(2)	(2)	(3)	(4)	(2)	(6)	(22)	
STUDENT									
Jeannie 1	0	1	1	0	0	0	0	3	I
Erica 0	1	1	0	1	1	0	1	5	I
Marcela 0	0	1	1	0	0	0	0	2	I
Ericka 0	0	1	0	1	0	0	0	2	I
Victor 0	0	1	0	1	0	0	0	2	I
Maria 0	0	1	0	0	0	0	1	2	I
Lazaro 0	1	1	1	1	0	0	1	5	I
Veronica 1	1	1	1	0	0	0	1	5	I

*KEY TO LEVELS

TEST SCORE	LEVEL
1-11	1 Beg. indep.
12-14	2 Low Inter.
15-17	3 Mid Inter.
18-19	4 High Inter.
20-22	5 Indep.

APPENDIX M
POST-TEST RESULTS CHART

CATEGORY	Pronunciation	Vocabulary			Grammatical Structure				TOTAL	LEVEL*
ITEM NUMBERS ——→	1,2	3	4,5	6,7	8,9 10	11,12 13,14	15,16	17,18 19,20 21,22	22	1-5
MAXIMUM SCORE	(2)	(1)	(2)	(2)	(3)	(4)	(2)	(6)	(22)	
STUDENT										
Jeannie	2	1	2	1	0	2	1	1	10	I
Erica	1	1	2	1	2	3	1	3	14	II
Marcela	1	1	2	2	0	0	1	3	10	I
Ericka	0	1	1	1	1	2	1	2	9	I
Victor	1	1	2	0	2	0	0	2	8	I
Maria	0	1	1	0	0	1	1	2	6	I
Lazaro	0	1	2	2	3	2	1	6	17	III
Veronica	2	1	2	2	3	4	2	5	21	V

*KEY TO LEVELS

TEST SCORE	LEVEL
1-11	1 Non Indep.
12-14	2 Low Inter.
15-17	3 Mid Inter.
18-19	4 High Inter.
20-22	5 Indep.